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June 4, 01

Estill County Schools

**EVALUATION PLAN
of
CERTIFIED PERSONNEL**

**Superintendent
Kim Shaw**

June, 2001

**ESTILL COUNTY SCHOOLS
EVALUATION COMMITTEE MEMBERS
May, 2001**

William Beard	Principal, West Irvine Elementary
Rick Chaney	Teacher, Estill County Middle School
Lorene Clark	Teacher, South Irvine Elementary
David Gander	Principal, Estill County High School
Tonya Isaacs	Teacher, West Irvine Elementary
Ann Powell	Elementary Curriculum Coordinator
Chesteen Robbins	Principal, Estill County Middle School
Donna Shaw	Secondary Curriculum Coordinator
Rebecca Snowden	Teacher, Estill Springs Elementary
Mickey Tucker	Teacher, Estill County High School

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The local district hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee appointed by the District's Superintendent of Education and composed of an equal number of teachers and administrators.

All certified personnel will be oriented annually to the evaluation process and criteria for evaluation prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth plan that shall be aligned with school and/or district improvement plans and comply with the requirements of 704 KAR 3:345.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years. Multiple observations will be conducted for tenured teachers when observations are unsatisfactory.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding their performance. All observations will be conducted openly.

Each evaluatee will be given a copy of their summative evaluation and that evaluation shall be filed in the personnel records.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District Evaluation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeal.

This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex or disability.

This evaluation plan will be reviewed annually and any substantive revisions will be submitted to the Kentucky Department of Education.

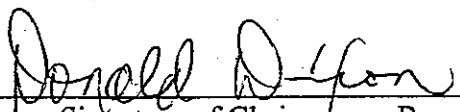
The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on 5-10-01.



Signature of District Superintendent

5-16-01

Date



Signature of Chairperson, Board of Education

5-15-01

Date

PHILOSOPHY

The Board of Education of the Estill County School System is committed to providing quality educational opportunities for all students. Essential to this commitment is the active recruitment of the best qualified personnel available and a continual evaluation of their performance as professionals. Staff evaluation is an integral component in the process of improving teaching and providing optimum learning opportunities.

Board of Education policy stipulates that one of the responsibilities of the Estill County Schools is the creation of a favorable climate in which all staff members may perform their duties and meet their responsibilities to children. Staff evaluation is one of the programs which facilitates this goal. Fair and acceptable personnel evaluations can reinforce outstanding individual performance.

Teacher evaluation should promote and encourage academic excellence by emphasizing positive feedback. One of the main functions of the observation/evaluation process is to provide opportunities for the principal to make classroom and non-classroom observations of the individual teacher's performance. Observations must relate to professional competencies, instructional process, classroom management, interpersonal relationship, technology instruction, and professional responsibilities.

We function under the assumption that all teachers have a desire for professional growth and improvement so that they can become even more effective in performing classroom and non-classroom responsibilities. The insight and growth of each staff member, resulting from participation in the staff evaluation program, are more significant than the process itself. Staff evaluation should be continual and should be a constructive, cooperative experience between the staff member and the principal. This staff evaluation program is aligned to the individual's needs and minimizes the comparison of one person's performance with that of another. The staff member has the opportunity to use initiative in defining specific areas of growth and to work cooperatively with his/her supervisor to achieve personal goals for professional improvement or enhancement.

PURPOSES OF STAFF EVALUATION

1. To improve classroom instruction
2. To give recognition to excellence in teaching
3. To promote communication between teachers and administrators
4. To assess total performance of employees
5. To encourage staff members to keep up-to-date in their instructional practices
6. To identify areas where professional development can improve instructional effectiveness
7. To provide a structured process designed to insure quality teaching and learning
8. To support personnel decisions

ESTILL COUNTY SCHOOLS EVALUATION & PROFESSIONAL IMPROVEMENT PLAN FOR CERTIFIED STAFF

RATIONALE

Professional development is a continuous cooperatively planned program to improve the performance of each staff member. The purpose of the evaluation system shall be to improve instruction, provide a measure of performance accountability to citizens, and provide encouragement and incentive for employees to improve performance.

DESIGNATED CONTACT PERSON

The designated contact person for the Estill County's Schools Evaluation and Professional Improvement Plan is Randall Christopher, Administrative Director. The securing and distribution of all forms to be used in the evaluation process are the responsibility of the designated contact person, the Administrative Director.

SUPERINTENDENT EVALUATION

The Superintendent shall be evaluated on an annual basis by the Board of Education. The Superintendent is required to meet the continuing professional development requirements as outlined in KRS 156.111.

STAFF ORIENTATION TO EVALUATION PLAN

An explanation and discussion of the district evaluation plan with all certified personnel will be provided no later than the end of the first month of reporting for employment for each school year. Primary evaluators shall be responsible for providing this training and distribution of the corresponding documents.

PROFESSIONAL GROWTH PLAN

All certified personnel in the Estill County School System will develop an individual growth plan. Each certified person will develop at least two professional growth goals each year that are written in a measurable context. The individualized professional growth plan shall be aligned with specific goals and objectives of the school/district consolidated school improvement plan, and professional development plans. All growth plans will be reviewed annually no later than March 15th with the primary evaluator.

EVALUATION PROCESS/TIME SCHEDULE

Each year a minimum of two (2) observations shall be completed on each **non-tenured teacher** evaluated. After each observation a formative evaluation instrument is to be completed. A formative conference must be conducted between the evaluator and the evaluatee within one work week following each observation. At the request of the evaluatee, observations by another teacher trained in the evaluatee's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator or evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within 5 working days of the teacher's written request, the evaluator shall select the third-party observer. It is recommended that observations be conducted prior to December 1st and March 15th. All observations must be conducted openly.

A summative evaluation instrument must be completed on every **non-tenured teacher** no later than March 15th. A conference must be held with the teacher after the summative evaluation has been completed. The summative conference includes all evaluation data. This original summative report must be in the office of the Superintendent no later than April 15th for non-tenured teachers, with a copy provided to the evaluatee.

A minimum of one (1) observation shall be completed on each **tenured teacher** evaluated. A formative conference must be conducted between the evaluator and the evaluatee within one work week following each observation. At the request of the evaluatee, observations by another teacher trained in the evaluatee's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator or evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within 5 working days of the teacher's written request, the evaluator shall select the third-party observer. After each observation a formative evaluation instrument is to be completed. All observations must be conducted openly.

A summative report shall be completed on each **tenured teacher** no later than March 15th, at least once every three (3) years. Multiple observations will occur if the observation results are unsatisfactory. A conference must be held with the teacher after the summative evaluation has been completed. The summative conference includes all evaluation data. This original summative report must be in the office of the Superintendent no later than April 15th for tenured teachers, with a copy provided to the evaluatee.

Both **non-tenured and tenured teachers** going from one school to another school within the district must be evaluated in their first year in their new assignment. Teachers who are participating in the Kentucky Teacher Intern Program (KTIP) are not required to participate in this evaluation process. The Intern Program's evaluation process and instruments will replace the district's plan. All evaluations must be on approved forms, that become part of the official personnel file. Copies of evaluation forms must be provided to all evaluators by the Administrative Director.

EDUCATIONAL ADMINISTRATORS

The Superintendent, Principal or Designee shall be responsible for the evaluation of administrators on an annual basis. The Superintendent or primary evaluator may request assistance from other professional staff as the role of the evaluatee relates to said staff. A summative evaluation instrument shall be completed on all administrators by May 30th. A summative conference includes all evaluation data. All evaluations must be on approved forms that become part of the official personnel file. Copies of the evaluation must be provided to all evaluatees.

WRITTEN RESPONSE TO AN EVALUATION

Any employee shall have the opportunity to provide a written response to a formative or summative evaluation and the response shall become a part of the official personnel record.

APPEAL PROCESS

Each person evaluated has a right to a hearing and the opportunity to review all documentation submitted by both parties in a reasonable timeframe in advance of the hearing. Please see the Estill County Board of Education Policy Appeals Procedures (Pages 17-19) for additional information.

EVALUATION PLAN REVISIONS

The local board of education shall annually review the evaluation plan to insure compliance with KRS 557.101 and 704 KAR 3:345. The evaluation review committee shall formulate any revisions. All revisions must be reviewed and approved by the local board of education and submitted to the Kentucky Board of Education for approval.

TRAINING OF EVALUATORS

Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of Estill County Evaluation System. This does not apply to Board of Education members.

EVALUATEE

PRIMARY EVALUATOR

4

Instructions for Completing the Individual Professional Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor.

1. Needs Assessment

The professional growth plan should align with goals and objectives of the school's Consolidated Plan, an individual's formal evaluation and self assessment.

2. Present Professional Development Stage

Select one of the following professional development stages that matches your personal stage of growth.

O	=	Orientation/Awareness
A	=	Preparation/Application
I	=	Implementation/Management
R	=	Refinement/Impact

3. Growth Objective(s)/Goals(s)

Identify at least two specific goals or objectives that you plan to develop. For example: to incorporate measurable performance-based assessment items in lessons, or to utilize computer software/technologies in instruction. Also review your prior summative evaluation for any identified professional growth needs.

4. Procedures and Activities for Achieving Goals(s) and Objective(s)

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peers who have mastered the goal or objective; enrolling in a seminar; collaborating with other support personnel, etc.

5. Target Dates for Completion

Identify the date you plan to accomplish your goal/objective.

ESTILL COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN
(MUST BE COMPLETED PRIOR TO THE END OF THE SCHOOL YEAR)

EMPLOYEE _____

DATE _____ **LOCATION** _____

1. **Performance Areas:** Curriculum, Instruction & Assessment _____
Classroom Environment _____ Technology _____ Communication & Collaboration _____
Professionalism & Job Expectations _____

2. **Growth Objectives:**
(At Least Two)

3. **Present State of Development:**
Awareness _____ Preparation _____ Implementation _____ Refinement _____

4. **Procedures and Activities for Achieving Objectives:**

5. **Appraisal Method/Target Dates:**

Evaluatee Signature

Date

Evaluator's Signature

This plan shall be aligned with specific goals and objectives of the school/district Consolidated Plan, an individual's formal summative evaluation and self assessment.

ESTILL COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN
FOR ADMINISTRATORS
(MUST BE COMPLETED PRIOR TO THE END OF THE SCHOOL YEAR)

EMPLOYEE _____

DATE _____ **LOCATION** _____

6. Performance Areas:

_____ Vision	_____ School Culture & Learning
_____ Management	_____ Collaboration
_____ Integrity, Fairness & Ethics	_____ Political, Economic, Legal

7. Growth Objectives:
(At Least Two)

8. Present State of Development:

Awareness _____ Preparation _____ Implementation _____ Refinement _____

9. Procedures and Activities for Achieving Objectives:

10. Appraisal Method/Target Dates:

Evaluatee Signature

Date

Evaluator's Signature

This plan shall be aligned with specific goals and objectives of the school/district Consolidated Plan, an individual's formal summative evaluation and self assessment.

ESTILL COUNTY SCHOOLS
PRE-OBSERVATION WORKSHEET

Teacher _____ **Date** _____ **Grade/Subject** _____

Beginning Time _____ **Ending Time** _____

1. What is the lesson objective(s) and what Kentucky Core Content will it address?

6. How will this lesson link the content to real-life situations?

2. Is this review or new learning?

7. Will there be individual and/or group work?

3. What previous knowledge will the student need to know?

8. What supplementary materials will be used?

4. What concepts will be modeled in this lesson?

9. What assessment techniques will be used to evaluate this lesson?

5. What teaching strategies will be used to address multiple learning levels?

10. Are there any special circumstances of which the Evaluator should be made aware?

ESTILL COUNTY SCHOOLS
FORMATIVE EVALUATION FOR TEACHERS

Evaluatee _____ **Grade Content Area** _____

Evaluator _____ **Position** _____

School _____ **Date** _____

Performance Evaluation Key
Does Meet ~ Needs Growth ~ Does Not Meet

CURRICULUM, INSTRUCTION AND ASSESSMENT STANDARDS

- _____ a. Collaborates with students, teachers, and parents to develop, design, and deliver an aligned curriculum to meet the identified needs of students, school, district, and community.
- _____ b. Designs instructional units utilizing technologies that integrate skills, thinking processes, and content from multiple disciplines.
- _____ c. Designs and uses assessment tasks with real-world audiences and purposes that measure achievement of core content.
- _____ d. Matches learning experiences to core content and focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- _____ e. Designs learning experiences that are developmentally appropriate, academically challenging, and address various student learning styles/intelligences.
- _____ f. Provides opportunities for students to develop higher order thinking/learning strategies.
- _____ g. Plans learning experiences to make effective use of available instruction time.
- _____ h. Connects student learning experiences to real-world applications, building on students' prior knowledge, backgrounds, and expectations.
- _____ i. Allows for multiple perspectives and encourages differing viewpoints.
- _____ j. Provides opportunities for all students to apply knowledge, practice skills, and utilize a variety of technologies.
- _____ k. Involves students in problem solving and critical thinking by engaging students in authentic tasks which require in-depth work and collaboration.
- _____ l. Develops students' knowledge through questioning and response techniques by providing relevant examples and illustrations, and by modeling, thinking, and learning processes.
- _____ m. Involves students in generating knowledge and products of real use to themselves and/or the community. (resumes, portfolios, applications, community involvement)
- _____ n. Provides students immediate and specific feedback on a consistent and timely basis.
- _____ o. Uses a variety of formal and informal assessments. (ex: observation questioning, collaborative activities, portfolio entries, tests, group participation)
- _____ p. Provides opportunities for student analysis and self-evaluation of learning experiences and clarifies what needs to be done in order to move to the next performance level. (journal reflections, developing scoring guides)
- _____ q. Analyses assessment results to improve instruction.

Comments:

DOES MEET _____ **NEEDS GROWTH** _____ **DOES NOT MEET** _____

CLASSROOM ENVIRONMENT STANDARD

- _____ a. Arranges environment to accommodate individual and collaborative activities.
- _____ b. Maintains a safe/functional environment through classroom management techniques that minimizes barriers to learning.
- _____ c. Arranges instructional materials/media/equipment/technologies/community resources to maximize learning opportunities.
- _____ d. Actively monitors and encourages student engagement and performance.
- _____ e. Maintains consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.
- _____ f. Monitors students' behaviors according to local school/district policies and procedures.
- _____ g. Establishes behavioral expectations and class rules with students.
- _____ h. Reinforces acceptable student behaviors.
- _____ i. Holds each student accountable for his/her own behaviors.
- _____ j. Maintains instructional momentum while constructively managing disruptive behavior.
- _____ k. Demonstrates fairness and consistency when managing disruptive behaviors and enforcing consequences.

Comments:

DOES MEET _____

NEEDS GROWTH _____

DOES NOT MEET _____

TECHNOLOGY STANDARD

- _____ a. Operates a multimedia computer and peripherals and uses software.
- _____ b. Uses computers and technology terminology appropriately in written and verbal communication.
- _____ c. Demonstrates knowledge of the use of technology in business, industry, and society.
- _____ d. Creates multimedia presentations using scanners, digital cameras, and video cameras.
- _____ e. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- _____ f. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- _____ g. Requests and uses appropriate assistive and adaptive devices for students with special needs.
- _____ h. Designs lessons that use technology to address diverse student needs in learning styles.
- _____ i. Practices and instructs students in equitable and legal use of computers and technology.
- _____ j. Facilitates the lifelong learning of self and others through the use of technology.
- _____ k. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- _____ l. Applies research-based instructional practices that use computers and other technology.
- _____ m. Uses computers and other technology for individual and group learning activities.
- _____ n. Uses technology to support multiple assessments of student learning.

Comments:

DOES MEET _____

NEEDS GROWTH _____

DOES NOT MEET _____

COMMUNICATION AND COLLABORATION STANDARDS

- _____ a. Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
- _____ b. Uses effective oral and written communication.
- _____ c. Shares expectations, criteria for assessment, and student progress with students and parents in meetings, conferences, and written progress reports.
- _____ d. Interacts positively with students, colleagues, parents, and community members.
- _____ e. Effectively uses available communication tools. (E-mail, KTLN, Internet, telephone, newsletters, notes)

Comments:

DOES MEET _____

NEEDS GROWTH _____

DOES NOT MEET _____

PROFESSIONALISM AND JOB EXPECTATIONS STANDARDS

- _____ a. Assesses and analyzes the effectiveness of instruction.
- _____ b. Develops and implements a professional growth plan consistent with the Consolidated Plan.
- _____ c. Engages in relevant professional development activities and follows through with implementation in the classroom.
- _____ d. Engages in on-going professional learning through reading, participating in study groups, collaboration, workshops, action-based research, and/or continuing education.
- _____ e. Collaborates with other educators to learn; to plan and share material, information, and ideas; and to participate in and/or develop collaborative instructional activities.
- _____ f. Serves on various school/district committees.
- _____ g. Maintains appropriate confidentiality regarding students' behaviors and performances.
- _____ h. Upholds and models Kentucky's School Personnel Code of Ethics.
- _____ i. Follows proper channels to address issues and problems.
- _____ j. Meets stipulated deadlines.
- _____ k. Adheres to school/district policies, procedures, and regulations, including employee time and attendance.
- _____ l. Performs other duties associated with contract/job expectations.

Comments:

DOES MEET _____

NEEDS GROWTH _____

DOES NOT MEET _____

ESTILL COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR TEACHERS

Evaluatee _____ Grade Content Area _____

Evaluator _____ Position _____

School _____ Date _____

	Ratings Demonstrates Efficient & Competent Performance		
	<i>Does Meet</i>	<i>Needs Growth</i>	<i>Does Not Meet</i>
Curriculum, Instruction & Assessment Standards			
A. Designs/Plans Instruction			
B. Demonstrates Knowledge of Curriculum/Subject Matter			
C. Implements/Provides Instruction			
D. Assesses Information			
Classroom Environment Standard			
A. Organizes Environment to Promote Learning			
B. Manages Student Behavior in an Appropriate Manner			
Technology Standard			
A. Uses Technology to Enhance Instruction			
B. Uses Technology to Improve Personal Productivity			
Communication & Collaboration Standards			
A. Communicates Expectations			
B. Evaluates Teaching/Learning			
C. Initiates Collaboration			
Professionalism and Job Expectations Standards			
A. Meets Job Requirements			
B. Meets Ethical Responsibilities			

_____ Achieved Individual Professional Growth Plan

_____ Did not achieve Individual Professional Growth Plan

COMMENTS:

Evaluatee _____ Date _____

Evaluator _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

Certified employees must make their appeals to this summative evaluation within the timeframes, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

ESTILL COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR ADMINISTRATORS

Evaluatee _____ **Position** _____

School _____ **Date** _____

Evaluator _____ **Position** _____

EDUCATION ADMINISTRATION STANDARDS
(All performance criteria may not apply to all administrative positions)

STANDARD 1: VISION

The education administrator facilitates processes and engages in activities ensuring that:

- _____ 1.1 The vision and mission of the school is effectively communicated to staff, parents, students, and community.
- _____ 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
- _____ 1.3 The core beliefs of the school are modeled for all stakeholders.
- _____ 1.4 The vision is developed with and among stakeholders.
- _____ 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.
- _____ 1.6 Progress toward the vision and mission is communicated to all stakeholders.
- _____ 1.7 The school community is involved in school improvement efforts.
- _____ 1.8 The vision shapes the educational programs, plans, and actions.
- _____ 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- _____ 1.10 Assessment data related to student learning is used to develop the school vision and goals.
- _____ 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- _____ 1.12 Barriers to achieving the vision are identified, clarified, and addressed.
- _____ 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals.
- _____ 1.14 Existing resources are used in support of the school vision and goals.
- _____ 1.15 The vision, mission and implementation plans are regularly monitored, evaluated and revised.

Comments: _____

STANDARD 2: SCHOOL CULTURE AND LEARNING

The education administrator facilitates processes and engages in activities ensuring that:

- _____ 2.1 All individuals are treated with fairness, dignity, and respect.
- _____ 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.
- _____ 2.3 Students and staff feel valued and important.
- _____ 2.4 The responsibilities and contributions of each individual are acknowledged.
- _____ 2.5 Barriers to student learning are identified, clarified, and addressed.
- _____ 2.6 Diversity is considered in developing learning experiences.
- _____ 2.7 Life long learning is encouraged and modeled.
- _____ 2.8 There is a culture of high expectations for self, student, and staff performance.
- _____ 2.9 Technologies are used in teaching and learning.
- _____ 2.10 Student and staff accomplishments are recognized and celebrated.
- _____ 2.11 Multiple opportunities to learn are available to all students.
- _____ 2.12 The school is organized and aligned for success.
- _____ 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.

- _____ 2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies.
- _____ 2.15 The school culture and climate are assessed on a regular basis.
- _____ 2.16 A variety of informational sources is used to make decisions.
- _____ 2.17 Student learning is assessed using a variety of techniques.
- _____ 2.18 Multiple sources of information regarding performance are used by staff and students.
- _____ 2.19 Various supervisory and evaluation models are employed.
- _____ 2.20 Pupil personnel programs are developed to meet the needs of students and their families.

Comments: _____

STANDARD 3: MANAGEMENT

The education administrator facilitates processes and engages in activities ensuring that:

- _____ 3.1 Knowledge of learning, teaching, and student development is used to make informed management decisions.
- _____ 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.
- _____ 3.3 Emerging trends are recognized, studied, and applied as appropriate.
- _____ 3.4 Operational plans procedures to achieve the vision and goals of the school are in place.
- _____ 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.
- _____ 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.
- _____ 3.7 Time is managed to maximize attainment of organizational goals.
- _____ 3.8 Potential problems and opportunities are identified.
- _____ 3.9 Problems are confronted and resolved in a timely manner.
- _____ 3.10 Financial, human, and material resources are aligned to the goals of the school.
- _____ 3.11 The school acts entrepreneurially to support continuous improvement.
- _____ 3.12 Organizational systems are regularly monitored and modified as needed.
- _____ 3.13 Stakeholders are involved in decisions affecting schools.
- _____ 3.14 Responsibility is shared to maximize ownership and accountability.
- _____ 3.15 Effective problem-framing and problem-solving skills are used.
- _____ 3.16 Effective conflict resolution skills are used.
- _____ 3.17 Effective group-process and consensus-building skills are used.
- _____ 3.18 Effective communication skills are used.
- _____ 3.19 There is effective use of technology to manage school operations.
- _____ 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
- _____ 3.21 Safe, clean, and aesthetically pleasing school environment is created and maintained.
- _____ 3.22 Human resources function to support the attainment of school goals.
- _____ 3.23 Confidentiality and privacy of school records are maintained.

Comments: _____

STANDARD 4: COLLABORATION

The education administrator facilitates processes and engages in activities ensuring that:

- _____ 4.1 High visibility, active involvement, and communication with the larger community is a priority.
- _____ 4.2 Relationships with community leaders are identified and nurtured.
- _____ 4.3 Information about family and community concerns, expectations, and needs is used regularly.
- _____ 4.4 There is outreach to different business, religions, political, and service agencies and organizations.
- _____ 4.5 Credence is given to individuals and groups whose values and opinions may conflict.
- _____ 4.6 The school and community serve one another as resources.
- _____ 4.7 Available community resources are secured to help the school solve problems and achieve goals.
- _____ 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.

- _____ 4.9 Community youth family services are integrated with school programs.
- _____ 4.10 Community stakeholders are treated equitably.
- _____ 4.11 Diversity is recognized and valued.
- _____ 4.12 Effective media relations are developed and maintained.
- _____ 4.13 Comprehensive program of community relations is established.
- _____ 4.14 Public resources and funds are used appropriately and wisely.
- _____ 4.15 Community collaboration is modeled for staff.
- _____ 4.16 Opportunities for staff to develop collaborative skills are provided.

Comments: _____

STANDARD 5: INTEGRITY, FAIRNESS, ETHICS

The education administrator facilitates processes and engages in activities ensuring that:

- _____ 5.1 Examines personal and professional values.
- _____ 5.2 Demonstrates a personal and professional code of ethics.
- _____ 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- _____ 5.4 Serves as a role model.
- _____ 5.5 Accepts responsibility for school operations.
- _____ 5.6 Considers the impact of one's administrative practices on others.
- _____ 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.
- _____ 5.8 Treats people fairly, equitably, and with dignity and respect.
- _____ 5.9 Protects the rights and confidentiality of students and staff.
- _____ 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- _____ 5.11 Recognized and respects the legitimate authority of others.
- _____ 5.12 Examines and considers the prevailing values of the diverse school community.
- _____ 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- _____ 5.14 Opens the school to public scrutiny.
- _____ 5.15 Fulfills legal and contractual obligations.
- _____ 5.16 Applies laws and procedures fairly, wisely, and considerately.

Comments: _____

STANDARD 6: POLITICAL, ECONOMIC, LEGAL

The education administrator facilitates processes and engages in activities ensuring that:

- _____ 6.1 The environment in which schools operate is influenced on behalf of students and their families.
- _____ 6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- _____ 6.3 There is ongoing dialogue with representatives of diverse community groups.
- _____ 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- _____ 6.5 Public policy is shaped to provide quality education for students.
- _____ 6.6 Lines of communications are developed with decision-makers outside the school community.

Comments: _____

SUMMATIVE EVALUATION FOR ADMINISTRATORS

Evaluatee _____ Position _____

School _____ Date _____

Evaluator _____ Position _____

	Ratings		
	Demonstrates Efficient & Competent Performance		
	<i>Does Meet</i>	<i>Needs Growth</i>	<i>Does Not Meet</i>
Standard I			
Vision			
Standard II			
School Culture & Learning			
Standard III			
Management			
Standard IV			
Collaboration			
Standard V			
Integrity, Fairness, Ethics			
Standard VI			
Political, Economic, Legal			

_____ Achieved Individual Professional Growth Plan
 _____ Did not achieve Individual Professional Growth Plan

Evaluatee's Comments: _____

Evaluator's Comments: _____

Evaluatee _____ Date _____

Evaluator _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

Certified employees must make their appeals to this summative evaluation within the timeframes, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

ESTILL COUNTY SCHOOLS
**CERTIFIED EMPLOYEES EVALUATION
APPEAL PANEL PROCEDURES**

MEMBERSHIP:

1. The Board of Education shall establish an evaluation appeals panel for certified personnel that consists of three members.
 - A. The certified employees shall elect two members and two alternates to serve on the panel.
 - B. Each school and the Central Office shall have the opportunity to nominate two certified employees willing to serve as a panel member.
 - C. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
 - D. Ballots shall be collected by the Principal and shall be forwarded from each school to the Central Office of the Estill County Board of Education. Ballots shall be kept on file at the Central Office for two school years.
 - E. Two certified employees will be designated by the Superintendent of the Estill County Schools to total the votes. Tally sheets shall be kept on file for two school years.
 - F. The two candidates receiving the most votes shall be named as members of the appeal panel.
 - G. The candidates receiving the third and fourth largest number of votes shall be named as alternate members of the appeal panel.
 - H. Alternative members of the evaluation appeal panel shall serve on the panel when an elected panel member meets the following conditions:
 - i. He/she was the evaluator.
 - ii. He/she is a member of the evaluatee's immediate family.
 - iii. He/she is working within the same school as the evaluatee.
 - I. Under the conditions described in the above situation (H) an alternate shall fill that vacancy.
 - J. The Board of Education shall appoint a certified employee and alternate to serve on the panel.
 - K. The committee shall select their own chairperson.
2. Terms shall be for two years to run from July 1 to June 30.
3. Members may be re-elected or re-appointed.

APPEALS PROCEDURE:

1. Certified employees who believe they were unfairly evaluated may appeal following a summative evaluation and must do so in writing to any member of the district evaluation appeal panel within five (5) working days of receipt of the summative evaluation.
2. The panel shall make a recommendation to the Superintendent of the schools within fifteen (15) working days from the date of filing the appeal.
3. In the event the Superintendent was the evaluator; the recommendations of the panel shall go directly to the Board of Education.

4. On receipt of the panel's recommendation, the Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
5. Should the Superintendent order a new evaluation by a second certified evaluator, both evaluations shall be placed in the employee's personnel file.
6. Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

CONDITIONS:

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records that support the summative evaluation.
3. Both parties have the right to review documentation presented to the appeals panel before the hearing.
4. Both parties have the right to the presence of a chosen representative.
5. The panel shall have the authority to interview both the appealing employee and the evaluator.
6. After sufficiently reviewing all evidence, the panel may make one of the following recommendations to the Superintendent:
 - A. Uphold the original evaluation.
 - B. Modify the original evaluation.
 - C. Order a new evaluation by a second certified employee.
7. The chairperson of the appeals panel shall present the decision of the panel to the Superintendent within three days of the review.

ESTILL COUNTY SCHOOLS
EVALUATION APPEALS HEARING REQUEST FORM

I _____ have been evaluated by _____ during this current school year evaluation cycle. My disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator. I respectfully request the Estill County School District Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

_____ substance
_____ procedure
_____ both substance and procedure

The date of the summative conference was _____. The date the evaluator was notified of intent to appeal was _____.

The performance criteria rating on the summative evaluation with which I disagree are Standard(s) _____. The specific reason(s) that I have are as follows:

This form shall be presented in person or by mail to any member of the district Evaluation Appeals Panel within five working days of receipt of the summative evaluation.

SIGNATURE _____ DATE _____

ESTILL COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN
INSTRUCTIONS

Certified employees who violate the Professional Code of Ethics, Administration Code for Kentucky's Educational Assessment Program, receives a "does not meet" rating on the summative evaluation or when immediate change is required in teacher behavior will work with their evaluator on developing an individual corrective action plan. The evaluator and evaluatee **must** identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of performance. It is the evaluator's responsibility to **document** all actions taken to assist the evaluatee in improving his/her performance.

1. Specify Corrective Action

Identify the specific standard(s) and performance criteria from the Summative Evaluation Form or identify a specific violation of the Code of Ethics or Administration Code.

2. Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee's level)

- O = Orientation/Awareness
- A = Preparation/Application
- I = Implementation/Management
- R = Refinement/Impact

3. Growth/Objective Goal(s)

Growth objectives and goals must address the specific standard(s) and performance criteria or violation of codes. The evaluatee and evaluator work together to correct the identified weakness(es).

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance. When appropriate, include support personnel.

5. Appraisal Method and Target Dates

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

6. Documentation of all reviews, corrective actions, and evaluator's assistance must be provided as they occur to the evaluatee.

(Evaluators must follow the local district professional growth and evaluation plan processes, and procedures for implementing an Individual Corrective Action Plan.)

7. Corrective Action Assistance Team

If the need for an assistance team is agreed upon by the evaluator and evaluatee, it should be comprised of 4 members. [(1) teacher recommended by the principal and agreed upon by the teacher, (1) teacher recommended by the teacher and agreed upon by the principal, (1) central office instructional personnel with expertise at that level and the (1) principal or evaluator.]

ESTILL COUNTY SCHOOLS

INDIVIDUAL CORRECTIVE ACTION PLAN

The individual Corrective Action plan is developed when an evaluatee receives
a "does not meet" rating(s) on the Summative Evaluation
or when immediate change is required in teacher behavior.

**Individual Corrective Action Plan
for**

Date _____ **Worksite** _____

Standard	Growth Plan Stages	Growth Objective/Goal(s) (describe desired outcome)	Procedures & Activities for Achieving Goals & Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed:		Status: <u> Achieved </u> <u> Revised </u> <u> Continued </u>		
_____ (Employee's Signature)	_____ (Date)	_____ (Employee's Signature)	_____ (Date)	
_____ (Employee's Signature)	_____ (Date)	_____ (Employee's Signature)	_____ (Date)	

***Professional Growth Plan Stages:**

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

ESTILL COUNTY SCHOOLS
ASSISTANCE TEAM RECORD

ACTIVITY	DATES			
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1 st Assistance Team Meeting				
2 nd Assistance Team Meeting				
3 rd Assistance Team Meeting				
4 th Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee/General Counsel				
Termination Letter (if necessary)				

Signatures:

Principal/Supervisor _____

Team Members:

ESTILL COUNTY SCHOOLS
ASSISTANCE TEAM LOG OF ACTIVITIES

Teacher: _____

Date of Meeting: _____

Team Members Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting: _____

Glossary of Evaluation Terms and Definitions

Evaluation terms and definitions listed below include those presented in **KRS 156.557, 704 KAR 3:345, and KRS 160.345(2)(c).**

administrator: is any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KRS 160.345. The administrator assumes the role of evaluator for all certified school personnel whom he/she immediately supervises.

appeals: a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

conference: a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

corrective action plan: a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

evaluation: the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

evaluation committee: consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

evaluation plan: includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

evaluation procedures: as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

formative evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

indicators: are measurable or observable behaviors and outcomes that demonstrate performance criteria.

Glossary of Evaluation Terms and Definitions (Continued)

job category: the term used to signify a group or class of positions with closely related functions such as: principal, coordinator, or director.

monitoring: to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers lesson plans, units of study, interactions with students, parents, and each other.)

observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

observee: one who is observed by the observer.

observer: one who sees and reports behaviors. This is usually the primary evaluator.

openly: with full knowledge of others (evaluatee).

other support staff: any certified staff other than teacher or administrator.

performance criteria: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

position: a professional role in the school district such as: teacher, secondary principal, supervisor of instruction.

primary evaluator: the evaluator who is the employee's immediate supervisor (Principal, associate principal, head teacher, etc.).

professional growth plan: a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator are identified. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan.

post-conference: a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

pre conference: a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the observation(s).

standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

summative evaluation: the summary of, and conclusion from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

teacher: any certified staff person who directly instructs students.